

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature which is based on relevant theories. It covers the theory of communication, verbal communication, non-verbal communication, definition intercultural communication, definition of KNB Scholarship, and KNB Scholarship administration.

#### **2.1 Communication**

Communication is a method to transfer information in each people to using the same language or different language (Jabber & Mahmood, 2020). Communication is one of the methods used by people to understand what message will be delivered properly. Communication is used by speaking or verbal communication and used gestures, expression, signs, and writing to exchange information. Another journal also said that communication is the interaction between people in a social community (Spenser-Oatey, 2008). When people interact with other people, they prefer to use their culture and social norms. Furthermore, it can be concluded that communication is a people way to interact or share information formed from speech, gestures, expression, signs, or writing.

Communication is divided into two parts; there is verbal and non-verbal communication. Verbal communication is about speech or using words as communication. Meanwhile, non-verbal communication uses body language, signs, gestures, and verbal and non-verbal communication as the same important part of transferring information and understanding (Jabber & Mahmood, 2020). Typically,

people will use verbal communication to interact with other people, and they prefer to speak with words to transform the information. For non-verbal communication also occurs when verbal communication happens (Sanchez & Papadopoulos, 2019). So it can be said that when people are speaking, they will display gestures or expressions to support what they feel when interacting.

## **2.2 Verbal Communication**

Verbal communication is the interaction between people using words or sentences (Tolino et al., 2020). It can be called oral or written communication. Usually, this communication is used in everyday life. Every people meets with people and interacts with each other to convey a message or information. This communication is also related to culture, and different countries might be different ways to communicate. People that have different cultures have the possibility of experiencing misunderstanding. In addition, verbal communication is always used to communicate, although with people from different cultures side-by-side with non-verbal communication.

Verbal communication can be used as a technique for teaching-learning for students. An example is that verbal communication effectively makes learning activities using the application (Tolino et al., 2020). This technique can motivate, increase critical thinking, and can hone problem-solving skills. So that students can observe, experiment, and report in a grub properly could make students active in the learning process. Furthermore, a teacher can develop verbal communication to make students study effectively and enjoy with the material.

### **2.3 Non-Verbal Communication**

Non-Verbal Communication or silent language is the skills to transforming from using speech to using signs, gestures, or expression (Bambaeeroo & Shokrpour, 2017). Non-verbal communication usually appears when people make instructions without words. Non-verbal communication also related with culture because some culture has meaning from non-verbal forms of communication (Jabber & Mahmood, 2020). For the example of gestures, OK hands mean good or approval of something. However, in some countries, this gesture has a negative meaning. It indicates that non-verbal communication is part of the culture and body language is an essential part of non-verbal communication. Some studies said most people use non-verbal than verbal communication except interacting face to face (Jabber & Mahmood, 2020). Even people communicating face to face still express their expression when sad, happy, curious, and all body language is still used when direct communication.

### **2.4 English as Lingua Franca**

English is the international language that is used by people around the world from various backgrounds and countries. Every person learns English to facilitate their language when going out overseas and communicating with others with different backgrounds of culture. People worldwide used English as a common language to bridge between those who have different languages can communicate easily (Yao et al., 2019). English as a global language that non-native speakers use to

communicate with others in the context of intercultural communication is increasingly widespread. In intercultural communication, English is widely known by all people, and communication exchange becomes popular without boundaries and more complex and diverse. English is a medium for multilingual users. Usually, this appears among native and non-native as a lingua franca in communication (Fang, 2017). Everyone in this era becomes bilinguals, and multilingual, which is English, is one language that any people have learned and mastered. Although this language is a second language or foreign language, they are familiar with English because English is the primary language after their mother tongue. English as lingua franca is usually used in the university's scope (Yao et al., 2019). It happens because students from another country and cultural background come to the university to create a new environment and communicate with medium English. So, other people or local people affected to speak English and automatically could develop their English skills and English language proficiency. Based on the previous research, English is the most straightforward language to communicate with others, and people tend to speak English in any situation (Yao et al., 2019). It shows that English is widely and English become of popular language that everybody learned and used it. Therefore, English becomes a primary language and inter-community communication among speakers who have different first languages.

## **2.5 Intercultural Communication**

Intercultural communication is needed in this era. Many people from other countries and regions come to study or find a job in certain regions. Come with their

respective culture and mingle with native society. Immigrant people communicate with the national language and blend in to adapt to the new environment and avoid the all mistakes that make miscommunication possible.

Intercultural communication is the interaction between people from a different culture (Janík, 2017) Usually, people from other countries come to specific regions and mingle with the surrounding community to exchange information, message, and manners with natives. Another source proves that intercultural communication occurs when two people from different cultures have conversations directly (Yuniarti et al., 2019). This context did not learn and translated. However, happen when the interaction itself. Intercultural communication is formed when people can understand and could catch the meaning convey the other people. In addition, intercultural communication is one of the model's communication that requires the arrangement of messages that can be conveyed and appropriately received and correctly to avoid miscommunication.

From the information above that prove by some researchers, the writer can conclude that intercultural communication is verbal and non-verbal communication that involves people from different cultural backgrounds interacting with each other. Intercultural communication includes people who come from aboard, however, related to how they understand each other with the message conveyed by the sender.

Intercultural communication has 3 elements; there are knowledge, motivation, and skills (Arifin, 2021). Elements of knowledge mean that people have ready to get a different challenge in diverse environment backgrounds and have to learn it. People

will get new experiences through their daily life and with their variation of obstacles, somebody will solve their problem and can be applied in daily life in multicultural conditions. The second element is motivation, with varying cultural backgrounds, people have to adjust themselves to socialize the new community and new environment. Furthermore, people must have motivation to build interaction and also have to live side by side with people from different cultures background. And last is the elements of skills, with knowledge and motivation, people have the skills to survive in diverse cultures due to their knowledge and motivation have influenced to live in different pressure areas (Arifin, 2021). All of element intercultural communication is competences that help them to face all of challenge and success in academic or social life.

## **2.6 Handicap of Intercultural Communication**

In intercultural communication, there is a lot of obstacle or problem that faced by international students. Some of them must go through various problems before they can learn from these difficulties. International students carry their own culture that differs from the new culture. They must be able to adjust to an unfamiliar situation (Aisha & Mulyana, 2019). This situation can be a situation in the classroom, in society, in an academic environment. Intercultural communication could create some students will experience culture shock due to different ways of speaking in each culture. In one source, international students, especially non-native ones, still lack grammar when communicating (He, 2020). They not confident while speaking with others that have different cultural differences. Most international students have a

language problem in cultural communication, such as speaking, listening and grammar.

Misunderstanding in intercultural communication can be verbal or non-verbal. Misunderstanding in verbal communication, it can be seen that every people has their informal word such as slang word or jargon that only certain society knows that (Allwood, 1985). So, when somebody communicating with people those have different culture used some of the informal words, it will cause someone to not understand the certain word. An example of this case is the word “bitch” in Indonesian people the word “bitch” is abusive; however this is a common word in American people. Furthermore, when American people used this word to communicate with Indonesian people, it will cause misunderstanding for each of them. For non-verbal communication, people usually used gestures, body language, or sign when they communicate verbally. Some gestures or body language indicates certain cues as support for interaction (Allwood, 1985). For example, Indonesian people usually used the gesture OK as a sign to agree with something. However, in Turkey, it has a different meaning that shows people who scold a gay man.

Intercultural communication has three aspects of obstacles: cognitive, affective, and behavioral (Nomnian, 2020). First, cognitive is like students do not want to aware of another language. They tend to transform language to another language without change the original meaning, so it will cause misunderstanding when interacting. It can be seen as the misuse of the slang word in the formal context or using the formal word in an informal situation. Students who do not know

precisely the culture in a new environment might misinterpret or fail to understand others. The second is affective problems. It is more in negative attitudes, stereotypes, prejudice, judging, etc. It is a kind of bad behavior that judges others about their skin color, race, gender, religion, or speaking level. It happens because someone does not identify with other cultures, so they lack information in different cultures. It is needed to be mentally and flexible in adapting to the new environment. Last is behavioral, which tends to avoid misunderstanding while speaking although with the same language. Most people still misinterpret with meaning when they interact due to different dialects. In addition, intercultural communication has many obstacles that might occur when interacting with others, and this is a challenge for students to avoid it and learn from it to create effective communication.

## **2.7 KNB Scholarship**

In recent years, academic development in Indonesia has accelerated quite significantly. Indonesia has started academic cooperation with various countries through several scholarship programs. One of several scholarships is KNB Scholarship. KNB Scholarship or Kemitraan Negara Berkembang Scholarship is a program from the Indonesian government for prospective students from developing countries to provide learning opportunities in diverse environments and cultures while taking undergraduate or postgraduate ([Ristekdikti], 2019). This program available in 15 prominent universities in Indonesia and offer 53 programs department started from informatics engineering to the public administration department, etc. KNB scholarship has several aims: to increase the potential of human resources in



developing countries, introduce Indonesian culture among developing countries, and establish good relations between developing countries ([Ristekdikti], 2019). So, this scholarship gives all students from developing countries a chance to feel the experience of living in a different culture and studying in a different academic environment.

KNB Scholarship sparked out during the meeting at the 10th Conference of Heads of States of Non-Aligned Movement (NAM) countries in Bandung from 1st – 6th September 1992, and in 1993 Indonesian government offers scholarship programs for postgraduate ([Ristekdikti], 2019). The Indonesian government offers the program for prospective students from NAM member countries until 2002. The use of NAM of this program change into Kemitraan Negara Berkembang (Developing Country Partnership) Scholarship, or it can be called as KNB Scholarship. The name of these scholarships is changed due to the substantial change in the international political constellation. The name of NAM is considered irrelevant. So, this program becomes more widely, not only for NAM member countries; however, other developing countries can join this program such as Thailand, Fiji, Gambia, Senegal, Nigeria, Madagascar, Suriname Pakistan, Guyana, Myanmar, Laos, Vietnam, and Vanuatu.

## **2.8 KNB Scholarship Administration**

KNB scholarship offers several leading universities in Indonesia. Based on data from IRO at the University of Muhammadiyah Malang, KNB Scholarship offers around ten programs. It can be seen at this table:

| No. | UMM Master Program            |
|-----|-------------------------------|
| 1.  | Master of Mathematic          |
| 2.  | Master of Psychology          |
| 3.  | Master of Sociology           |
| 4.  | Master of Agribusiness        |
| 5.  | Master of Education Policy    |
| 6.  | Master of Indonesian Language |
| 7.  | Master of Islamic Studies     |
| 8.  | Master of Law                 |
| 9.  | Master of Management          |
| 10. | Master of English Education   |

**Table 1 UMM Master Program (Affairs, 2014)**

The KNB Scholarship covers some of the tuition fees, including a settlement allowance, living allowance, monthly allowance, health insurance, and round-trip international airfare. For settlement allowance is given to new students upon arrival in Indonesia for IDR 1.500.000. And then, new students will receive IDR 2.750.000 for their living allowance while taking the Indonesian language course and preparatory programs. Students will get a maximum of IDR 200,000 monthly and get a round-trip international airfare from the international airport of students' country to Indonesia and forwarded to transportation to the intended university. While students take the master program, students will receive a monthly allowance as detailed below:

| No. | Allowances         | Amount          |
|-----|--------------------|-----------------|
| 1.  | Living allowance   | IDR 2,750,000,- |
| 2.  | Research allowance | IDR 400,000     |
| 3.  | Books allowance    | IDR 350,000     |

**Table 2 Allowances (OIA-WP, 2020)**

KNB Scholarship has several provisions for the duration of the study during this program. The duration of the academic program as indicated below:

| No. | Program   | Duration                        |
|-----|---|---------------------------------|
| 1.  | Indonesian language course and master preparatory program | Maximum 12 months               |
| 2.  | Master program  | Maximum 24 months (4 semester ) |
| 3.  | Bachelor program  | Maximum 48 months (8 semester ) |

**Table 3 Scholarship Duration**

For prospective students who want to apply for this scholarship, some of these requirements must be fulfilled, among them, the age of the students is not more than 35 years, applicants have to hold a bachelor degree for applying for the master program, the score of TOEFL is 500 or its equivalent, and prospective students have to sign statement letter and scholarship agreement prepared by the KNB Scholarship (OIA-WP, 2020). Other than that, some documents must be prepared such as a recommendation letter from the Indonesian embassy in the respective country, nomination letter, two academic recommendation letters, scanned passport, scanned bachelor certificate and academic transcripts, scanned TOEFL score certificate, and scanned official medical statement.